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ABSTRACT

School-based decision-making helps create a professional environment for principals and teachers and improves the quality of decisions. This publication provides 11 examples of school and statewide initiatives aimed at school improvement through the use of shared decision-making. The projects detailed are under way in the states of Alaska, Indiana, Nebraska, New Jersey, North Carolina, Oregon, Virginia, and Washington. The project coordinators' names and addresses and brief program outlines are provided. (KM)

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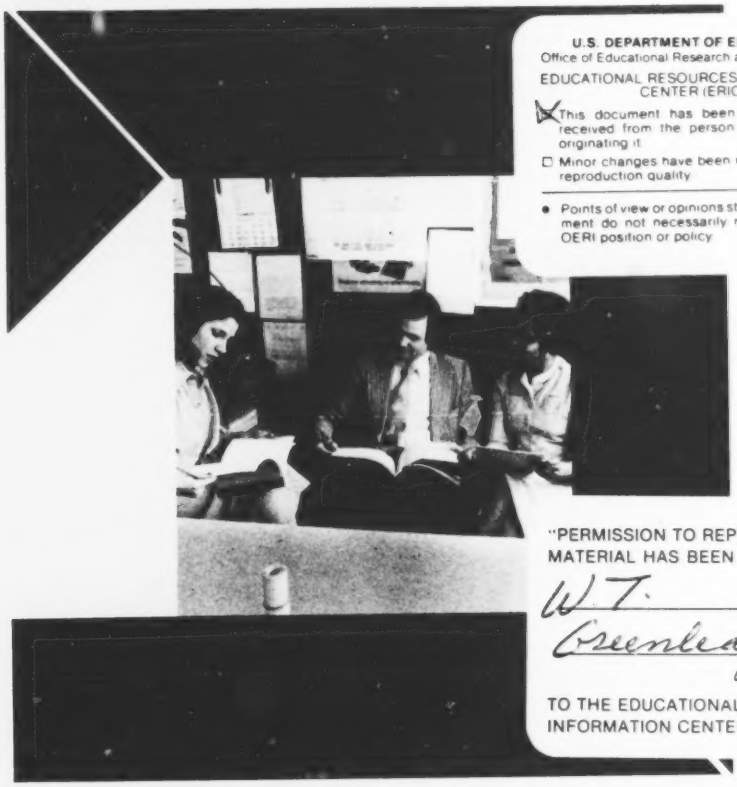
VENTURES IN GOOD PRACTICE

Examples of Cooperative Initiatives for Successful Schools



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Developed jointly by the National Education Association, the National Association of Elementary School Principals and the National Association of Secondary School Principals.

EA 021 314

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This document reinforces the joint NAESP/NASSP/NEA commitment to improve instructional programs through strengthening collegiality, encouraging professional respect, and broadening the common interests of teachers and principals.

VENTURES IN GOOD PRACTICE

June 1989

Dear Colleagues,

The bond that unites teachers and principals is a shared dedication to the ideal of excellence in every school and quality education for every student. Achieving this goal is never easy. But it *is* possible when teachers and principals work together in a spirit of collegiality, with mutual respect for their respective professional responsibilities.

If our schools are to become paradigms of effectiveness, teachers and principals must accept joint responsibility for designing a collaborative school, a school in which the professional autonomy of teachers and the leadership authority of principals are harmonized.

The NEA, NAESP, and NASSP understand that meeting the challenge of improving our schools requires rethinking and revising the traditional teacher/principal relationship. The "democratic leadership" model of school organization that graduate schools of education have taught since the early 1960s must be restated with new meaning. What must guide this transformation is the tenet, rooted in effective schools research, that school-site climate is the critical determinant of educational quality.

We are proud that our three national organizations are partners in this project. And we invite your active participation in this venture.

Don Cameron
Executive Director
National Education Association

Samuel G. Sava
Executive Director
National Association of Elementary School Principals

Scott D. Thomson
Executive Director
National Association of Secondary School Principals

VENTURES IN GOOD PRACTICE

INTRODUCTION

In 1985, the National Education Association (NEA) and the National Association of Secondary School Principals (NASSP) jointly published the monograph, *Ventures in Good Schooling*. This publication, though modest in size, marked an important new direction in policy for both associations. It was the first common effort in over a decade to develop a program for teachers and principals together.

Most importantly, *Ventures* focused upon an area of education where the mutual interests of teachers and principals intersect, the desire to provide first-rate learning experiences for students. It did not attempt to provide guidelines for other areas of teacher-administrator life.

The national imperative for high quality education demands a commitment to high quality relationships between teachers and principals. To improve schooling, these two key groups of educators must strengthen their professional partnership at the school site, since the learning environment for students is created and nurtured at the school site. The more sound the working relationships among teachers and principals the greater will be the learning opportunities for students.

The two national associations candidly noted in 1985 that principals and teachers will continue to view some issues from markedly divergent perspectives. But it is still possible to develop a good working relationship, and this relationship must be encouraged and cultivated at the national and local levels. Forwarding these interests requires only a willingness to work together in mutually supportive ways.

The risk NEA and NASSP took by publishing *Ventures in Good Schooling* has proven, in practice, well worth the effort. The document has encouraged teachers and principals already headed in the *Ventures* direction to proceed and progress. It has provided a ready charter for other groups of educators tired of the old suspicions that impeded working relationships at the school site. *Ventures*, in short, has offered both a resource and encouragement to improve professional relationships on behalf of students and their learning.

The key to this success: the mutually held conviction that school-based decision-making (or school-based management) is the key to better schools. Such decision-making improves the quality of decisions and helps create a professional environment for principals and teachers.

Today, the most enlightened private and public corporations are advocating site-level decision-making and the broad involvement of personnel in decisions that affect their lives. The original *Ventures* reflected this cutting-edge thinking about organization and management.

This new publication, *Ventures in Good Practice*, provides specific examples of school and statewide initiatives that follow the principles outlined in the earlier publication. NEA and NASSP are joined by the National Association of Elementary School Principals (NAESP) in this second document, since many fine examples of professional collegiality and shared decision-making can be found in elementary schools.

All three national organizations commend to you the encouraging examples of school improvement contained in this document. We are convinced that these examples offer insights that can help you improve your own programs. Together, we can achieve the better schooling for students, and the more professional workplace, required of our educational institutions for the 1990s and beyond.

VENTURES IN GOOD PRACTICE

OVERVIEW

Great mountain climbers plan a strategy for achieving their goal months and even years ahead. Musicians often take years to write scores for great symphonies. And great artists picture in their minds a timeless image before anything ever goes on canvas. And always it is the *challenge* of creating

something new that brings excitement to the creator. Translating visions into reality consumes artists with a profound sense of personal triumph. Such achievements are benchmarks of potential. The mountain climber gets to the top of the mountain that doubters felt could not be captured. The musician finally hears that special musical score played by a talented orchestra. And the painter sees the vision come to life. All are exhilarated by the accomplishment.

Some progressive teachers and administrators in school districts throughout the United States know this excitement, this feeling of accomplishment, this challenge of creation.

These educators have become partners in making decisions at the school site, decisions to improve the education of students.

Ventures in Good Practice illustrates the value of taking a chance—by opening up new trails in schools for professional collegiality and student growth. Teachers, administrators, and their state and national educational organizations throughout the United States are discovering the value of educational partnerships that work to change or improve conditions in the schools.

Front row: Bev Byington, *teacher*; Gayle Theiman, *teacher*; Scott Williams, *Principal.*; Kitk Zinck, *Counselor*

Back row: Vicki Wilson, *secretary*; Cyndi Nation, *private industry council*; Bud Kuenzli, *teacher*; Dwight Deely, *teacher*; Debby Drans-Bjork, *teacher*; Molli Sipe, *teacher*; and Dorothy Farr, *teacher*

"Shared decision-making is at the core of the McKinley Alternative School program," says *Jerry Harsock*, former principal of this innovative school in Fairbanks, Alaska. Harsock and the teaching staff at McKinley began their partnership when the school was founded in 1982.

The entire staff—full-time and part-time teachers, student teachers, support personnel, and school district and Native liaison counselors—meet each week to discuss current school business. Everyone is so committed to the collaborative

operation of the school that nearly every decision of significance is discussed and made by the staff. Shared decisions are made in areas such as:

- program expenditures.
- individual student contracts.
- goals and objectives of school programs.
- ideas for teacher in-service.
- design of new school buildings.

During the 1987-88 school year, McKinley partners worked together to hire staff for three different positions—a math teacher, a teacher specialist, and an interim director from within the staff.

The staff met before the candidate interviews and developed an evaluation tool specific for each position to be filled. To prepare this evaluation tool, staff needed to examine each program's needs and goals. During the interviews, all staff members questioned the applicants freely and completed evaluation sheets. At the conclusion of the interviews, the staff met and discussed, to the point of consensus, the virtues of each candidate and then recommended a person for the position to be filled.

The McKinley staff is truly involved, from the nuts and bolts of day-to-day decisions to the long-term impact of personnel selections.

For more information on the McKinley program, write to:

McKinley Alternative Middle School
P.O. Box 1250
Fairbanks, AK 99707-1250
Attn: Scott Williams, Principal

Chuck Vaughn, *principal, and teacher forum members*

Oregon's Eagle Point High School has a program that encourages the involvement of teachers in decision-making and provides many opportunities for input.

Each year teachers are interviewed individually by the principal for input on various school issues.

Monthly principal/teacher forums are held to share concerns of the school.

Seven teachers serve on a School Improvement Team. Each teacher facilitates one of seven Quality Control Groups. These groups are cross-departmental and serve as a mechanism to give and receive feedback from other staff.

Six other teachers make up a Staff Development Team. This team evaluates funding requests for professional growth activities and recommends the level of funding

appropriate. Every teacher who is funded submits a Report of Conference to the Staff Development Team.

The collaborative style used to negotiate the current three-year contract was unprecedented in the Eagle Point area and maybe even in the state. With open communication and high levels of trust, the contract was settled in a few weeks.

Administrators at Eagle Point High School are committed to involving teachers for a successful school climate.

"These examples illustrate the commitment that we have to empowering teachers and the positive results," says Chuck Vaughn, the principal of Eagle Point High School.

For other examples of teacher involvement contact:

Chuck Vaughn, Principal
Eagle Point High School
203 Platt Street
Eagle Point, OR 97524

Damon Moore
President
Indiana State Teachers Association

Ed Wall
Executive Director
Indiana Secondary School Administrators

Don Small
Executive Director
Indiana Elementary and Middle School Principals

The Indiana State Teachers Association, the Indiana Secondary School Administrators, and the Indiana Association of Elementary and Middle School Principals share the conviction that present circumstances demand a renewed sense of interdependence among all educators. These association partners believe that now is the time for teachers and principals to strengthen their professional partnerships at the school site, to tighten the bonds that unite them in common cause.

Representatives from the three groups have met and identified critical elements that shape relationships among professional staff members. They began by seeking a research-based definition of the teacher/principal relationship to help create a climate that enhances the effectiveness of all school professionals and facilitates student growth and development.

The tri-association committee then developed a Roundtable Report for use by local school sites to develop effective shared decision-making relationships. With this report, school-based professionals have a means of measuring the distance between what their school is now and what it is capable of becoming. This report gives principals and teachers the opportunity to develop a blueprint for self-improvement, a design for greater organizational effectiveness.

The report is structured to let *schools* decide how best to use it. The report encourages school professionals to adapt its findings to each school's unique needs and preferences. One school may choose to set aside a half-day in-service program to discuss issues. Another school might decide on committees or study groups to recommend changes in school policies and procedures.

The Indiana State Teachers Association, the Indiana Association of Secondary School Principals, and the Indiana Association of Elementary and Middle School Principals are committed to the principle that substantial decision-making authority at the school site is the essential prerequisite for quality education. The Roundtable Report is descriptive—not prescriptive—in nature. Its purpose is not to impose mandates, but to elicit thoughtfulness. The report encourages Indiana schools to launch their own ventures. It will serve as a catalyst for the collegial exchange of ideas that is the surest route to the revitalization of Indiana's schools.

For a copy of the Roundtable Report or details of how Indiana's partnership program works contact:

The Indiana State Teachers Association
150 West Market Street
Indianapolis, IN 46204
Attn: Damon Moore, ISTA President
or Barb King

Brad Ashley
Principal

Patricia Smagala
Teacher

Brad Ashley **and** ***Patricia Smagala*****, principal and teacher at the Beaverdam Elementary School in Virginia's Hanover County,** agree that "participatory decision-making sets the tone for teamwork. Sharing power increases effectiveness."

Beaverdam is one of six schools in Virginia to participate in a shared decision-making project.

"We've actually been doing this for several years informally," says Ashley, who believes that if he involves the people who carry out the decisions in making them, better decisions will be made and will be implemented more effectively.

Three coordinators—K-3, 4-6, and special services—are nominated on an annual basis. These coordinators serve as a direct link between the faculty and the school administrator. They facilitate the flow of communication by meeting with teacher subgroups and the principal.

The extent of teacher influence on a decision depends on the type of decision and teacher involvement and expertise. Beaverdam has three areas of decisions:

- **Area of compliance:** Principals make decisions on areas such as plans for bus and cafeteria duty, vehicular traffic flow, scheduling of buses for field trips, lunch schedules, and deadline dates for reports.
- **Area of marginal participatory decision-making:** When decisions reflect limited teacher involvement or expertise, the administrator makes decisions after receiving input from faculty members. Coordinators, after talking with the teachers they represent, discuss these decisions with the principal. Such decisions include setting teacher schedules, allocating instructional time, designating student teaching days, and developing a staff handbook.
- **Area of participatory decision-making:** These decisions reflect high teacher involvement and expertise. The administrator introduces facts and helps facilitate discussion. All group members have an equal vote, and the majority rules. The principal remains neutral. Examples of participatory decision-making are staff development topics, scheduling of course content, instructional purchases, selection of teacher of the year, and development of instructional approaches such as the "assertive discipline plan."

Beaverdam also uses participatory decision-making with support staff to set bus safety priorities and emergency calling procedures and with the PTA regarding expenditure of PTA funds, election of officers, and school evaluation.

For more information on how administrators and staff make joint school decisions contact:

Brad L. Ashley, Principal
Beaverdam Elementary School
Rt. 1, Box 190
Beaverdam, VA 23015

Dan Johnson, *principal, and South Salem High School SEEK group*

Empowering all levels of the school community is the foundation of Oregon's South Salem High School excellence program. In 1987, a South Salem building group, South Effectively Educating Kids (SEEK) was formed. The committee consists of 10 teachers, eight counselors, and the principal and assistant principal.

Based on the results of a school-wide profile prepared by SEEK, seven possible goals for the plan were identified. The entire South Salem teaching staff participated in a two-hour review of the profile, and the faculty chose to address the challenge of helping at-risk students.

The student and parent groups were taken through the same process, and each of these groups also decided to address at-risk students.

After all information from each group—teacher, student, and parent—was gathered, a paper on school improvement and professional development goals that would facilitate the needs of at-risk youth was developed.

Involving each segment of the education community in the decision-making process brought committed participation to school efforts to improve instruction.

For additional information contact:

Dan Johnson, Principal, or
Karin Hughes, Site Director
South Salem High School
1910 Church Street SE
Salem, OR 97302-3099

Linda Hughes, *Greensboro*; Betty Neighbours, *Guilford County*; Joan Bass, *Guilford County*; Maggie Jeffus, *President Greensboro NCAE*; Jane Hansel, *NCAE UniServ Director*

"I am uncertain precisely how one initiates a public forum for an organization still in its early stages of childhood," says Dr. Penny Smith, principal of the North Asheboro Middle School in North Carolina, a participant in the collaborative decision-making project known as N-TEAM.

The N-TEAM started working nearly two years ago. In the winter of 1987 Asheboro Middle School decided to explore creating a network of people interested in decentralized school organization. A mailing to the members of the North Carolina Association of Educators identified information about efforts in other schools to involve all staff members in major decisions. In 1988 letters were sent to all superintendents asking them to identify schools in which structural realignments were taking place.

From the answers received, a regular newsletter was initiated, as were plans to host a conference on participatory decision-making and print a directory of schools where decision-making experiments were taking place.

The Asheboro Middle School project is one of four participatory decision-making projects in North Carolina. The other three are in Greensboro, Guilford County, and High Point schools.

The project, titled *Marketing the Models*, is designed to disseminate information on the advisability and logistics of site-based decision-making throughout North Carolina.

For additional information on the N-Team contact:

Dr. Penny Smith, Principal, or
Maggie Jeffus, President, GNCAE
North Asheboro Middle School
900 West Bailey St.
Asheboro, NC 27203

Nancy Carson, *Teacher* Patricia Sales, *Principal*

"Synergy—the action of two or more beings to achieve together what cannot be accomplished individually—describes Penn Forest Elementary School's approach to collaborative decision-making. The results of this participatory process are experienced throughout the school, the community, and the district."

Patricia Sales, Principal
Nancy Carson, Teacher
Penn Forest Elementary School

The "Policy Making Through A Participatory Process" program was developed at the district level and has been the model used since Penn Forest Elementary opened in 1972.

The principal, Patricia Sales, introduced participatory decision-making to the school. The goals and practices have been refined through the process of setting mutual goals, defining priorities, making concrete plans, evaluating, and educating through inservice.

The overall goal is to maintain a decision-making process that invites participation by all staff members. Faculty, staff, and administration collaborate to develop policy and procedures, academic programs, and school activities.

Among the collaborative projects developed through this process are efforts to create a consistent school discipline policy and organize a team teaching model.

The staff and administration at Penn Forest Elementary School are committed to continuing their collaborative decision making process. They take pride in the democratic and supportive atmosphere.

For more information on this decision-making process contact:

Patricia Sales, Principal, or
Nancy Carson
Penn Forest Elementary School
6328 Merriman Rd., SW
Roanoke, VA 24018

Saul Cooperman
New Jersey
Commissioner of Education

Betty Kramer
NJEA President

Arthur E. Ranges
NJPSA President

Jeremiah F. Regan
NJSBA President

The New Jersey Plan—a cooperative effort of the New Jersey Department of Education, the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, the New Jersey Education Association, and the New Jersey School Boards Association to enhance cooperative relationships—is the state's first major step to bring all the participants in classroom education together on an equal footing.

The program is designed to help districts develop procedures for administrators, teachers, and school board members to resolve district and school level problems collaboratively. It provides an opportunity for collective action to make the public schools better places for children to learn and better places for school personnel to work.

The major goal of the Cooperative Relationships Project is to empower teachers in decision-making that affects the classroom and instruction. Nine pilot school districts were chosen to work with the Department of Education to develop ways to improve their professional environments.

Problem-solving committees composed of teachers, principals, chief school administrator/central office staff, and school board member representatives were formed in each pilot district. These committees address district needs. Also, school level committees composed of teachers and building principals are formed to address school level problems. An extensive training program in problem identification, causal analysis, solution development, action planning and consensus building has been provided. Teachers have provided significant input into the identification and development of strategies to resolve problems.

District management has taken advantage of the expertise and insight of staff who are closest to the delivery of services to students. Through the Cooperative Relationships Project, districs have begun to identify and solve problems collaboratively. The project will run through 1992 and will develop a set of procedures which will assist other districts to replicate the experiences of successful pilot districts.

For more information on New Jersey's plan to enhance cooperative partnerships contact:

Saul Cooperman, Commissioner
New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

Betty Kramer, President
James P. Connerton, Executive Director
New Jersey Education Association
180 West State Street
P.O. Box 1211
Trenton, New Jersey 08608

Dick Clark, *Deputy Superintent*; Mike Coleman, *BEA*; Linda Lovejoy, *BEA*; John Jester, *Principal*; Beth Calkins, *Local PTA*

Teachers in Bellevue, Washington, are making decisions about instructional programs, the organization of schools and classrooms, the content of the curriculum, and staffing.

Teachers in the Bellevue Public Schools were among the first in the nation to become involved in educational decision-making. In 1976 the first collective bargaining agreement between the Bellevue Education Association and the district established a decision-making process consistent with the district's collective bargaining agreement.

Ten years later, the district and the association entered into a contractual agreement requiring involvement by teachers in the making of decisions that affected them:

> "Within the areas of professional expertise where decisions are made which significantly alter the instructional environment, employees are expected to contribute to the educational program of the district by participating actively and constructively in various ad hoc and continuing advisory and developmental

groups. This decision-making process shall include open dialogue in which issues are presented, defined, discussed, and resolved. This shall be a process in which those affected by a decision participate, either directly or through representation by their choosing."

In practice, people do engage in an honest exchange of views, listening and being listened to, before decisions are made. The parties in the Bellevue collaborative project believe this process differs from majority rule, since the expectation is to attempt to persuade, actively listen to, consider alternative points of view, and design a direction that is acceptable to all parties. *Only then* the majority may rule on a decision.

If it becomes necessary for some action to be taken before all parties can agree, the administrator can make an "interim decision" to satisfy the need to proceed. But dialogue is conducted to reach sufficient consensus by those involved in the decision making process. Only when the parties cannot reach an agreement do the Association and the district intervene for fair representation of each group's interests.

The collaborative party members are called "Program Delivery Councils." The Councils are made up of teachers, support staff, an administrator, and, where appropriate, students. If the total certificated staff is less than 15, then the entire staff can be the Program Delivery Council for that particular school.

The Councils define problems and opportunities, brainstorm alternatives, gather and analyze data, propose and evaluate solutions, and make decisions with respect to the design and delivery of the instructional program.

Collaborative decisions cover such areas as:

- designing the instructional program to meet individual potential.
- organizing the content of the courses, programs, and the curriculum to give appropriate direction to the instruction process.

- organizing the school and classrooms to make the most effective use of the time and talents of students and teachers.
- deciding what staffing process is best for the school and creating a master schedule based on the enrollment projections for the following school year.
- deciding other school-related issues such as teacher transfers.

Decisions that are not subject to the Program Delivery Council process are those that may violate a state law or regulation, school board policy or action, the collective bargaining agreement, or an administrative procedure or directive.

At the school level, leadership provided by the administrator serves to facilitate decision-making.

For information on the Bellevue site-based decision-making model, contact:

Mike Schoeppach,
Bellevue Education Association
12835 Bel-Red Rd
Suite 300
Bellevue, WA 98005

Steve Iverson, *Principal, and Roseburg decision-making partners.*

Bruce Joyce, a well-known educator, says: "Believe that your school can be tremendously better—and that you can invent ways to make it better. Then start inventing." As in most schools, faculty discussion groups at Oregon's Roseburg High School had identified many things that were in need of changing. The teachers believed they could invent new ways to make their school better. But they didn't have the resources.

Roseburg teachers wanted to transform a very traditional high school into a school that consistently strives to grow and become better. To get ideas that could turn frustration into growth, a group of teachers started meeting to explore their ideas to make Roseburg High School a more effective and exciting school.

As a result, the traditional gripe sessions developed into a positive interchange of ideas that led to the establishment of staff development goals and potential solutions to the frustrations exhibited by the staff.

Goal #1: **To improve communication and problem solving skills among teachers, administrators, support staff and community members at Roseburg High School.**

To reach this goal, the committee suggested that the school:

- hire an interpersonal and organizational communications consultant.
- provide funds to allow teachers to attend appropriate seminars and workshops.

Goal #2: **To develop an on-going inservice and staff development program that will promote professional growth through collegial interaction.**

Staff was encouraged to:

- attend workshops and conferences.
- lead seminars and workshops for other staff members.
- publish articles in professional journals.
- visit exemplary programs at other schools.

Goal #3: **To develop a coordinated curriculum that reflects the alignment of the essential learning skills in all curriculum areas.**

The school would:

- provide funds for teachers to attend workshops and conferences.
- encourage teachers who share similar groups of students to meet to discuss common concerns and curriculum goals.

The teachers received support from the administrators during the entire project. The project has energized, stimulated, and inspired both the teachers actually working on it and the entire staff. Discussions about education activities were initiated between teachers and administrators.

Realizing that this project was a first step rather than an end, the Roseburg High School has begun a journey toward a *self-renewing school*, which grows, changes, and adapts to meet the changing needs of its students, teachers and community.

For examples of new growth and more innovative changes at Roseburg contact:

Steve Iverson, Principal
Roseburg Senior High School
547 West Chapman Avenue
Roseburg, OR 97470

Lincoln Elementary *Planning Time Committee*

"I believe one of the key elements to achieving success with this proposal was the ability for teachers and administrators to work together.

"Teachers were able to help develop plans and schedules that would work in their individual buildings . . . Each school, by having teachers and principals working together, was able to determine the type of additional support needed to maintain quality education for the students and to provide teachers with the time needed to prepare for their classes and perform the many other professional duties required of educators."

Lorraine Walsh, President
Lincoln Education Association

The Lincoln Education Association and Nebraska's Lincoln Public Schools agreed, in their 1986 contract, to create planning time parity between elementary and secondary teachers by the 1987-88 school year. Elementary teachers were invited to participate in the decision-making process and to suggest ideas about how to implement planning time in the most professional manner.

As a first step, staff worked to develop premises on such issues as meeting the needs of students and securing the resources necessary to achieving parity for all teachers.

The collaboration committee:

- established a list of professional responsibilities that require time.
- collected data from building faculties.
- gathered information from consultants, outside experts, LEA caucus groups, and district administrators.
- heard formal presentations from building faculties that described "what's working" and the "dreams" faculty members would like to see come true.
- assimilated and interpreted all data and information with the assistance of an evaluation team.
- prepared and simulated possible recommendations.

In June 1988, the Lincoln Education Association and the Lincoln Public Schools signed an agreement for elementary planning time that:

- stated that elementary professional time is needed to allow teachers to complete lesson planning, materials preparation, classroom maintenance, and record keeping. This time is also essential for meeting with colleagues, reading professional journals, participating in team planning, building inservices, and working on district and professional association committees.

- added planning time language into the contract, along with a joint teacher/administrator committee to expand the amount of planning time.
- provided a minimum of 250 minutes per week of planning time for all elementary certificated employees.

For negotiated planning time proposals tips:

Lincoln Public Schools
720 South 22 St.
Lincoln, NE 68501
Contact: Elementary Planning Time Committee

VENTURES IN GOOD PRACTICE

CONCLUSION

Partners in collaborative decision-making projects for the improvement of education receive their own rewards.

Teachers have the opportunity to shape education practice and working conditions and to identify support needed for their professional success.

Through this professional working climate, principals receive quality support for decisions from professional colleagues.

And through this collaborative activity, educational opportunities for children and youth are improved and the professional competence of teachers and principals is vividly demonstrated.

For more information on shared decision-making projects, contact **Barbara J. Yentzer**, special assistant for education and outreach, NEA; **Samuel G. Sava**, executive director, NAESP; or, **Scott Thomson**, executive director, NASSP.

The NEA, NAESP and NASSP remain committed to the principle that substantial decision-making authority at the school site is the essential prerequisite for quality education.

nea
National Education Association

NAESP
National Association of Elementary School Principals

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National Association of Secondary School Principals